DOCUMENT RESUME

ED 441 369 HE 032 845

AUTHOR	Walker, David A.
TITLE	Higher Education: In Search of Access and Scholarship.
PUB DATE	1999-00-00
NOTE	9p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Access to Education; Black Students; Community Colleges; *Diversity (Student); *Educational History; *Educational Legislation; Federal Legislation; Foreign Students; *Higher Education; Land Grant Universities; Minority Groups; *Womens Education
IDENTIFIERS	*African Americans

ABSTRACT

This report presents a brief historical review of how American higher education has attempted to develop potential by adhering to the foundations of its educational mission: access and scholarship. Higher education has accomplished its mission by expanding in areas such as diversity in enrollment and educational legislation to provide access to underrepresented groups such as women and students of color, as well as international students. Admission of women into full bachelor programs dates to 1833. The first admission of an African-American student to a "Colonial nine" school was in 1774 at Princeton; other institutions followed suit during the 1800s. It was this access to study and scholarship that permitted Booker T. Washington to be the first African-American to found a higher education institutions, Tuskegee Institute in 1881. The first reported international student enrolled at Yale in 1784; by the 1800s international students often enrolled at Yale and Harvard. In the early 1900s junior colleges, now known as community colleges, were founded to offer local, two-year postsecondary education. Legislation, including the 19th century Morrill Acts, which established the land-grant colleges, as well as 20th century legislation such as the higher education acts signed between 1944 and 1958 and the Civil Rights Act of 1954, have all to helped expand access and diversity. (RH)

Reproductions supplied by EDRS are the best that can be made
from the original document.

HE

ED 441 369

Higher Education: In Search of Access and Scholarship

David A. Walker, Ph.D.
Iowa State University
Research Institute for Studies in Education
E005 Lagomarcino Hall
Ames, IA 50011
515-294-9282
dawalker@iastate.edu

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

D WALKER

HE 032 845

Abstract

Throughout its history, the American system of higher education has attempted to advocate the development of potential. In part, higher education has achieved the development of potential by adhering to the foundation of its educational mission: access and scholarship. Higher education has accomplished this mission by expanding in areas such as diversity in enrollment and educational legislation. Progression in these two areas has provided underrepresented student groups, such as women, students of color, and international students, with access to educational opportunities and the pursuit of scholarship.

Higher Education: In Search of Access and Scholarship

Throughout its history, the American system of higher education has attempted to be an entity that advocated the development of potential. In part, higher education has accomplished the development of potential by adhering to the foundation of its educational mission: access and scholarship.

- Many colleges and universities have maintained a consistent mission of developing the potential of all students. However, it should be noted that higher education's systematic and institution-specific support for the educational development of particular underrepresented student groups, such as women, students of color, and international students, periodically has been passive and/or deficient. Despite these impediments, higher education has endeavored to achieve its mission by expanding in areas such as diversity in enrollment and educational legislation. Progression in these two areas has provided underrepresented student groups with access to educational opportunities and the pursuit of scholarship (Frankel, 1979; Westmeyer, 1985).

Expansion in Enrollment

Since the founding of the colonial nine institutions (1636-1769), higher education has attempted to maintain a system of developing educational potential through access and scholarship in the area of expansion in enrollment. As Hawkins (1985) notes "... the greatest strength of our colleges and universities has been their flexibility" (p. 110).

Women

Oberlin College (1833), Wesleyan Female College (1836), and Judson College (1838) were the first institutions to admit women into full bachelor degree programs. Allowing women

into degree-granting, four-year institutions, provided them with the possibility of attaining the knowledge and opportunities necessary for mobility within the changing, industrial society of the 1800s (Brubacher & Rudy, 1997; Westmeyer, 1985). As Hawkins (1980) explains, "They [higher education] expanded enrollment at a time when society was issuing dire warnings of female fragility, insisting that women's bodies were not tough enough for them to engage vigorously in the life of the mind" (p. 112).

Students of Color

In 1774, Princeton was the first colonial nine school to admit an African-American student. Further, in 1826, the first African-American graduated from an institution of higher education. During the 1800s, Bowdoin (1826), Dartmouth (1828), and Oberlin (1833) were some of the leading colleges to enroll African-American students. Religious groups such as the Freedmen, the Egalitarians, and the Quakers established higher education institutions for students of color such as Fisk (1866), Morehouse (1867), and the Hampton Institute (1867). In 1895, Harvard became one of the initial institutions to graduate an African-American doctoral student: W.E.B. Du Bois. The access and scholarship that Booker T. Washington received from the Hampton Institute allowed him to be the first African-American to found an institution of higher education: Tuskegee Institute in 1881 (Brubacher & Rudy, 1997; Westmeyer, 1985).

International Students

The first reported international student enrolled at an American institution of higher education studied at Yale in 1784. In the 1800s, international students often enrolled at Harvard and Yale. These two institutions attracted international students because of their emulation of the English system of higher education found at the Universities of Cambridge and Oxford. By the

BEST COPY AVAILABLE

early 1900s, the German educational model, which introduced the ideas of the elective system of study, graduate education, and fellowships, helped to increase the number of international students enrolled within the American system of higher education (Barber, 1985; Brubacher & Rudy, 1997; Rudolph, 1990).

Community Colleges

In the early 1900s, Saginaw, Joliet, and Springfield became some of the first junior colleges, later known as community colleges, established in the United States. This institutional type offered students a local, two-year post-secondary education. Community colleges provided education, technical training, and certification to a large portion of the population who may not have enrolled in four-year higher education institutions due to financial constraints, geographical location, job obligations, or the practicality of curricula. Community colleges opened local access and opportunities to education that had not existed previously for thousands of working adults and part-time students (Brubacher & Rudy, 1997; Ratcliff, Schwarz, & Ebbers, 1994). Ratcliff et al. comment on the significance of the community college:

> The community college was proposed as a major entry point for the growing masses of American citizens who wished advanced education beyond the high school. The push for expanded educational opportunity came as women, minority groups, the handicapped, those with little or no prior experience with higher education, ... surged forward in search of higher education credentials. (pp. 8-9)

Educational Legislation

Further, higher education has maintained a system of developing potential through access by proposing educational legislation for underrepresented sectors within American society. In the

mid-1800s, the United States was experiencing a science and technology revolution, the economic gap between rich and poor was increasing, and many people were leaving rural areas for the promise of the industrial city. Higher education legislation offered many underrepresented people the opportunity to become educated and participate in a new economic order.

Morrill Acts of 1862 and 1890

The Morrill Acts of 1862 and 1890 granted land to states for the support of new higher education institutions that emphasized agriculture, applied science, and the mechanical arts. These acts, along with the Hatch Act of 1887 and the Wisconsin Idea of the early-1900s, established field research, agricultural experiment stations, created practical academic disciplines and curricula, and afforded extension services that offered the skills and knowledge needed to compete in the industrial and science-oriented America of the twentieth century (Rudolph, 1990). Brubacher and Rudy (1997) note about the importance of the land-grant concept "... every American citizen is entitled to receive some form of higher education" (p. 64).

Higher Education Acts, 1944-1958

One of the greatest influences on higher education was the establishment of pro-higher education legislation. The Servicemen's Readjustment Act of 1944, the Truman Commission of 1947, and the National Defense Education Act of 1958 provided underrepresented groups with financial and legal support to attend higher education institutions (Brubacher & Rudy, 1997).

Civil Rights Act of 1964

The Civil Rights Act of 1964 had a large impact on higher education by desegregating the system. This act deemed that higher education institutions, which received grant money from

the federal government, could not engage in discrimination based on race, ethnicity, gender, or national origin. In addition, the Civil Rights Act assisted institutions in avoiding racial discrimination in the areas of hiring personnel, student admissions, and the granting of financial aid (Brubacher & Rudy, 1997).

Conclusion

Throughout the history of higher education, its mission has been focused on the development of potential. The historical expansion of access and scholarship within higher education in two areas, diversity in enrollment and educational legislation, has provided underrepresented student groups such as women, students of color, and international students access to pursue scholarship and opportunity. As Hawkins (1985) notes "... the calling of higher education is the creation and sharing of knowledge.... this is the role to which it should be committed" (p. 115).

References

Barber, E. G. (Ed.). (1985). Foreign student flows: Their significance for American higher education. New York: Institute of International Education.

Brubacher, J. S., & Rudy, W. (1997). Higher education in transition: A history of American colleges and universities (4th ed.). New Brunswick, NJ: Transaction Publishers.

Frankel, C. (1979). Higher education's social role. In H. Hawkins (Ed.), The emerging university and industrial America (pp. 117-121). Malabar, FL: Robert E. Krieger Publishing Company.

Hawkins, H. (1985). The American university and its publics: A historian's view. In H. Hawkins (Ed.), The emerging university and industrial America (pp. 109-115). Malabar, FL: Robert E. Krieger.

Ratcliff, J. L., Schwarz, S., & Ebbers, L. H. (Eds.). (1994). Community colleges (2nd ed.). Needham Heights, MA: Simon & Schuster Custom Publishing.

Rudolph, F. (1990). The American college and university: A history (2nd ed.). Athens, GA: University of Georgia Press.

Westmeyer, P. (1985). A history of American higher education. Springfield, IL: Charles C. Thomas.